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but they are few in number and are so much overshadowed by its excellencies that it would serve no good purpose to enter the limited field at this time, or to mar the pleasure of reviewing a book that is really superior, and that is destined to do a great deal to improve American education.

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Elements of Geometry, Plane and Solid. By JOHN MACNIE, A.M.
Edited by Emerson C. White, American Book Co.

“WHAT reason for another geometry?” is the first thought when a new one appears, and too frequently the answer is: “No reason for this one.” But such is not the case with the new *Elements of Geometry* in White’s series. At least so it appears to one who has examined it rather critically and with the avowed intentions of discounting it wherever possible.

There is just now a decided inclination among active teachers of geometry to swing over to the extreme heuristic method, that is, to show the pupil little or nothing, in contrast with the plan of certain text-books in wide use, which tell him almost everything, and leave him no exercise of his own reason and constructive powers.

As a choice between these two extremes, the former is surely the better, and, if teachers were everywhere trained and experienced in this method of teaching, and if the time allotted to geometry in the schools could be extended sufficiently, then there would be no question about the treatment of this subject and the kind of text-book demanded. But, since neither of these conditions is fulfilled at the present, and since the necessary and sufficient guide-book for general use in heuristic teaching is yet to be written, therefore we welcome this text-book which seems to occupy legitimate ground between the two extremes. The book commends itself (1) in the successful way in which the pupil is taught how to reason, how to discover a method of proof, how to analyze a demonstration as it is given, how to gather up a series of results into one comprehensive statement; (2) in the remarkably appropriate sets of questions, problems, and theorems, which are so well graded, that the pupil will be stimulated by his own successes rather than discouraged with repeated failures, as is so often the case with poorly graded exercises; (3) in the arrangement of mat-

ter, and consequent simplification, in the first book, where perpendiculars and triangles are treated before parallels, thus avoiding the early use of the indirect method of demonstration. Some minor matters for criticism are (1) the copious use of primed letters, (2) the use of \pm for "coincides with," when it has an established meaning of "not equal to," (3) the failure to use *oblique* triangles or irregular polygons in theorems of general nature, which, indeed, is all the more apparent since the instances are exceptions to the usual good plan elsewhere, and (4) the occasional failure to group families of theorems together in one statement, for instance, all those theorems relating to measurement of angles formed by two lines drawn from a point within, on or outside a circumference, all of which are measured by one-half the sum of the two interrupted arcs. It is a great advantage to a student to gain this comprehensive method of grouping sets of theorems. This again is an exceptional omission, as such groupings are made elsewhere, and ought to be in this instance.

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